4. Hafta

5–9 Ekim · 1. dönem · 4 ders saati · Tekrar

TEMA / ÜNİTE

Revısıon 2

KONU / METİN

Target Vocabulary in Use (with revisional vocabulary):
Vocabulary for sports events in the city and rural area
Vocabulary for pros and cons of living in rural areas and in the cities
Vocabulary for different cooking styles and preferences in the world, Vocabulary for different food cultures in the world
Vocabulary for natural disasters and their damage on animals and nature
Vocabulary for self-driving cars, flying vehicles in the future
Target Grammatical Structures in Use:
Use of the Present Perfect Tense: Expressing actions or events that occurred at an unspecified time in the past and have relevance to the present
Use of question tags: Seeking confirmation or agreement about an action or statement related to the present perfect
Use of forming nouns from verbs using -ing: Creating gerund forms of verbs to describe activities or on going actions as nouns
Use of the Present Perfect Tense: Expressing actions or events that occurred at an unspecified time in the past and have relevance to the present.
Use of the Simple Past Tense: Describing completed actions or events that occurred at a specific time in the past
Use of Phrasal Verbs: Expressing actions or meanings using combinations of verbs and particles.
Use of conditional 1: Expressing possible future events or actions and their results based on specific conditions.
Use of wish clauses: Expressing regrets or desires for situations to be different in the past, present, or future. Vocabulary for transport in the future
Use of “Be Going to Future” Tense: Expressing planned or intended actions or events in the near future
Use of the Simple Future Tense (will): Describing spontaneous decisions, predictions, or promises about the future.

ÖĞRENME ÇIKTILARI VE SÜREÇ BİLEŞENLERİ

Kod	Öğrenme çıktısı
ENG.8.5.R3	Students can make sense of and derive meaning from the current content on “life in theneighbourhood and city including social life with sports events in the city and rural areas; prosand cons of living in rural areas and in the city”. • a) Students classify significant and necessary elements of the current content in a meaningful way. • b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. • c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis. • d) Students make meaningful inferences from information in the current content by examining it critically. • e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.
ENG.8.5.G1	Students can select and use target grammatical language items efficiently, effectively, andaccurately, based

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	on the current content about “life in the neighbourhood and city includingsocial life with sports events in the city and rural areas; pros and cons of living in rural areasand in the city”, after recognising them in context and developing their conscious and inductivegrammaring skills through consciousness-raising and discovery. • a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme. • b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning. • c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples. • d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups. • e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity. • f) Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups. • g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered. • h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities. • i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules. • j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.
ENG.8.6.R3	Students can make sense of and derive meaning from the current content on “life in the worldand culture with different cooking styles and preferences in the world; different food culturesin the world”. • a) Students classify significant and necessary elements of the current content in a meaningful way. • b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. • c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis. • d) Students make meaningful inferences from information in the current content by examining it critically. • e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.
ENG.8.6.V1	Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “life in the world and culture with different cooking styles andpreferences in the world; different food cultures in the world” after recognising them in contextand developing their conscious and inductive vocabulary learning skills. • a) Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions. • b) Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context. • c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme. • d) Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words. • e) Students separate target (key-active) words from the other (non-key-passive) words in the target content. • f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used. • g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words. • h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content. • i) Students determine the correct meanings of the target words in the current content in pairs or groups by

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	comparing the meanings/definitions proposed. • j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries. • k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately. • l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.
ENG.8.6.G1	Students can select and use target grammatical language items efficiently, effectively, andaccurately, based on the current content about “life in the world and culture with differentcooking styles and preferences in the world; different food cultures in the world”, afterrecognising them in context and developing their conscious and inductive grammaring skillsthrough consciousness-raising and discovery. • a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme. • b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning. • c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples. • d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups. • e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity. • f) Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups. • g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered. • h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities. • i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules. • j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.
ENG.8.7.R3	Students can make sense of and derive meaning from the current content on “life in natureand global problems with natural disasters and their damage on animals and nature; naturaldisasters and their damage on people’s lives”. • a) Students classify significant and necessary elements of the current content in a meaningful way. • b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. • c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis. • d) Students make meaningful inferences from information in the current content by examining it critically. • e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.
ENG.8.7.V1	Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “life in nature and global problems with natural disasters andtheir damage on animals and nature; natural disasters and their damage on people’s lives” afterrecognising them in context and developing their conscious and inductive vocabulary learningskills. • a) Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions. • b) Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context. • c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.

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	• d) Students listen/watch the content carefully and/or read it silently to identify and underline/ circle target unknown words. • e) Students separate target (key-active) words from the other (non-key-passive) words in the target content. • f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used. • g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words. • h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content. • i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed. • j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries. • k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately. • l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others.
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ENG.8.7.W7	Students can reflect on their experiences, thoughts, ideas, and feelings related to the writingprocess about the current content on “life in nature and global problems with natural disastersand their damage on animals and nature; natural disasters and their damage on people’s lives”in relation to themselves or others, both individually and/or with others. • a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process. • b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others. • c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process
ENG.8.8.R3	Students can make sense of and derive meaning from the current content on “life in theuniverse and future with transport in the future; self-driving cars; flying vehicles in the future”.

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	• a) Students classify significant and necessary elements of the current content in a meaningful way. • b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way. • c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis. • d) Students make meaningful inferences from information in the current content by examining it critically. • e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.
ENG.8.8.V1	Students can select and use target vocabulary efficiently, effectively, and accurately, basedon the current content about “life in the universe and future with transport in the future; self-driving cars; flying vehicles in the future” after recognising them in context and developingtheir conscious and inductive vocabulary learning skills. • a) Students make predictions about the main topic of the current content by identifying “general contextual clues” from the visual, audio, and written preparation materials provided during the “listening/watching for gist” and/or reading for “skimming” sessions. • b) Students check the accuracy of the predictions related to the “general contextual clue” by listening to, watching, and/or reading the audio, visual, and/or written content in context. • c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme. • d) Students listen/watching the content carefully and/or read it silently to identify and underline/ circle target unknown words. • e) Students separate target (key-active) words from the other (non-key-passive) words in the target content. • f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used. • g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words. • h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content. • i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed. • j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries. • k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately. • l) Students make use of the target words of the current theme accurately, naturally, appropriately and effectively through careful selection when communicating with others
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Kaynak: MEB İNGİLİZCE - 2026-2027 HAZIRLIK SINIFI BULUNMAYAN LİSESİ 9,10,11, 12. SINIF TASLAK YILLIK PLAN.xlsx (9. SINIF) · https://tymm.meb.gov.tr/assets/file/ingilizce-dersi-taslak-yillik-planlar_20260827_111530_896.rar · Kontrol: 2026-11-21. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.